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ABSTRACT

These documents compose the Learning Resources Association of California Community Colleges (LRACCC) newsletters for the 1999-2000 academic year. The first issue features a position paper on why learning resources require professionally trained managers. The Learning Resources administrators must possess a Masters or Ph.D. in Library and Information Science, Instructional Media, or a related field and have several years' experience performing LR functions. This is the only background that will reliably instill the practical knowledge of LR operations that are prerequisites for effective learning Resources administration. The second issue addresses the lack of access to the disabled. It also provides information on the Distance Education Technical Advisory Committee and the construction of new library facilities on two college campuses. The California Community Colleges have been cited by the U.S. Department of Education, Office for Civil Rights (OCR) for the inability to meet the needs of the visually impaired. Groups within the Chancellor's Office and outside have addressed this docket and a college system response to each of the nine areas was sent to OCR in early fall 1999. The third issue features the survey results evaluating the LRACCC position paper on the need for professional managers. Twenty-four of the forty respondents fully supported the position paper. (JA)

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Intercom:
Newsletter of the Learning Resources Association of the California Community Colleges

1999-2000

Volume 35

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INTERCOM

LRACCC 1973-1998 25 YEARS OF INNOVATION & SERVICE

October 1999 Volume 35, Number 1

Newsletter of the
Learning Resources Association of the California Community Colleges
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A LRACCC Position Paper: Why Learning Resources Require Professionally Trained Managers

Because of the scope and pervasiveness of its functions, a properly administered Library/Learning Resources Program exerts a strong unifying force on the instructional program of a community college. In terms of space, staffing, and budget, Learning Resources typically are the largest academic support unit on campus. The usual LR functions are: library services (for both traditional and electronically stored resources); distance learning, television, and multimedia; tutoring; test proctoring; access to networked computers and word processing; foreign language, math, or other discipline-specific computer labs; and often, staff development. Even if all of these activities are not in one building or under the LR manager's administration, he or she usually has close and frequent contact with them. The common thread that runs through LR functions is the provision of help, support, and services that directly promote effective learning. Learning Resources should be the faculty member's greatest ally, and, along with the classroom, the student's most important instructional resource. It is the close connection between Learning Resources and student learning that affords LR staff their greatest job satisfaction.

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President's Column

Here we are about to end the penultimate year of the century, a time for looking back and forward. This past year has been a landmark one for me professionally and personally. It was the 25th anniversary of LRACCC and the retirement of our executive director, Don Kirkorian, from Solano Community College. Then, it was the 30th anniversary for me and College of the Canyons and the 40th anniversary of my high school graduation. I am sure that many of you have had, or will have, similar occasions before December 31, 1999.

I am particularly looking forward to this year with LRACCC. We have several important initiatives that we will be working on. First, we have developed a position paper entitled "*Why Learning Resources Require Professionally Trained Managers*" which appears in this issue of *Intercom*. We would appreciate having your comments about the paper and request your help in determining to whom the paper should go. Please send your responses to me or any member of the Board. Second, we have been co-sponsors with the Council of Chief Librarians (CCL) to engage the services of **Linda Demmer** to draft changes to the Title 5 Library Space regulations, which most of you have seen by this time. Excerpts from the working paper drafted by Linda Demmer can be found in this issue. We look forward to working with CCL and other library/learning resources organizations this year in other areas of mutual interest. Third, we are planning a spring meeting on **March 3, 2000 in Sacramento** to see the new quarters of the Chancellor's Office and to present several interesting workshops. Watch for details of this meeting in future issues of *Intercom*. Finally, we are hosting a national learning resources conference in San Francisco in February, 2001. Joseph Moreau from West Hills College is serving as the conference chair and will appreciate suggestions for workshops and sessions for this event as our planning proceeds.

With the new century almost at hand, the LRACCC Board and I are continuing our efforts to bring you information and events that are timely, worthwhile, and convenient. As you begin this new academic year and do your own looking forward and back, please let any of us know how we can assist you in providing the services that you do. Have a great year!

Jan Keller

Check the LRACCC website!
www.lraccc.org

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Projects Funded

Jan Keller reports that **College of the Canyons** received a **TMAPP Grant** of **$25,000.00** to train faculty and staff in the use of their videoconferencing equipment.

Ruth Thompson McKernan (**Glendale**) and ***Mary Ann Laun*** (**Pasadena**) report that their respective colleges have been awarded a **TMAPP Grant** (contact: **Linda Winters** at *lwinters@glendale.cc.ca.us*) to develop a model for library services to remote users (5 core online resources, 5 core online services, and a feasibility study on automated patron authentication). Both colleges are collaborating on this project and will be contacting all the California Community Colleges' Learning Learning Resources Centers to get a consensus on what everyone wants these core resources and services to be.

Glendale College also received a **FSS Grant** to develop models to integrate information competency into the curriculum (focusing on our workshops program, credit courses, online course, and research on the relationship between our instruction and student success), writes ***Ruth Thompson McKernan.***

Pasadena City College received $173,000 in the **Partnership for Excellence** funds to expand library services to meet information competency skills, reports ***Mary Ann Laun.***

Some Associations of Interest to Learning Resources Professionals

⇒ Association of California Colleges for Tutoring and Learning (ACCTLA)
www.acctla.org/main.html

⇒ College Reading & Learning Association (CRLA)
www.crla.net/Welcome.htm

⇒ National Association for Developmental Education (NADE)
www.umkc.edu/cad/nade/

⇒ National Tutoring Association (NTA)
nta.jsu.edu

A LRACCC Position Paper...

Continued from Page 1

To ensure the proper interaction among all of the LR support components and the instructional program of the college, the right kind of administrator must be put in charge. The Learning Resources administrator must be very knowledgeable about most of the services and functions listed above. This hands-on knowledge can only be gained from specific training and education in these functions and from years of experience performing them. It cannot be acquired from teaching or graduate study, however advanced, in a purely academic discipline. Teaching a class and running a Learning Resources Program is the difference between playing an instrument and conducting an orchestra. Both functions are equally necessary to produce the desired result, yet each requires a different set of skills. The individual performer strives for the greatest proficiency possible in presenting his or her material, while the conductor, in order to be effective, must remain acutely attentive to the overall effect of the ensemble.

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Intelecom
Lake Tahoe
Laney
Las Positas

New Trial Databases

Starting this Fall, the California Community Colleges have several databases to test and purchase after a trial period use. The **Library of California** through the Library of California Statewide Information Database Licenses Program (*ca.rand.org/subscribe.libca.html*) and the **CCL-CSU-CC League of California Consortium** (*www.co.calstate.edu/irt/seir/ccprgunrvw.html*) are the two entities which have arranged these trials. Details follow:

No.	Database Name	Trial Period	Organizer	Contact details
1.	*Rand California*	1 August, 1999 through 30 July, 2000.	Library of California	Ira Bray (916) 653-0171 ibray@library.ca.gov
2.	*Grove's Dictionary of Art Online*	7 Sept., 1999 through 31 October, 1999	CCL-CSU-CC League of California	Ray Giles 916-444-8641 raygiles@ccleague.org OR
3.	*Newsbank InfoWeb*	13 Sept., 1999 through 12 Nov., 1999	CCL-CSU-CC League of California	Evan Reader 562-951-4643 ereader@calstate.edu OR
4.	*Books In Print*	forthcoming	CCL-CSU-CC League of California	Mary Ann Laun (626) 585-7833 malaun@paccd.cc.ca.us
5.	*Baker & Taylor Title Source II*	forthcoming	CCL-CSU-CC League of California	as above

News & Issues about Electronic Resources

The ***California Union List of Periodicals*** is now available online at the California Digital Library, ***www.cdlib.org.***

Ruth Thompson McKernan **(Glendale)** is concerned about getting ongoing system-wide funding for electronic resources through the Chancellor's Office. She writes: "This is a new area of expenditure and is critical for California's students, as such, the Legislature should fund it for all libraries in the system. Last year was the third year we have had electronic resources and usage was up 800% over the previous year!" Please respond to this concern on the CCC-LIB-LRC LIST. How is your library handling costs for these resources? Propose and discuss solutions!

A question appeared on the ***CCC-LIB-LRC List*** a few weeks ago about the ***EBSCOHost*** databases. Make a note that an electronic discussion about the EBSCOhost databases can/may happen on three lists: 1) EBSCO_Web Mailing list, 2) CCCEARINFO list, and 3) CCC-LIB-LRC list.

Other concerns about electronic resources for discussion and sharing include: remote authentication, consortium pricing (for example, the consortium price for *Newsbank InfoWeb* has been reported, in at least a couple of instances, as being more than the individual institutional price for the same product/service). Do discuss/report your concerns on one of the lists above.

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WebViews

Note: WebViews announces web pages and innovative websites of interest. Send URLs with a brief annotation to the Editor (email asc@acm.org).

FAST Search
This search engine is FAST in more ways than one. An out growth of research done at the Norwegian Institute of Technology and touted as the "World's Largest Web Search Engine" this site has indexed more than 200 million URLs. URL: ***http://www.alltheweb.com/***. To add a FAST Search button (search the Web) on your own web pages, copy the code at this URL: ***http://www.fast.no/demo/search/alltheweb/exampleforms***

SearchEngineWatch
This is not a new website, but it has become the standard resource to get an overview of the current status of Internet Search Engines. Created by Danny Sullivan, an Internet consultant and journalist who continues to maintain the site, it is now owned by Mecklermedia. URL: http://www.searchenginewatch.com/. Sign up for the free monthly newsletter about search engines and changes to *Search Engine Watch*!

Distance Learning and Internet-based Instructional Delivery: A Webliography

Progress of Technology in (K-12) Schools: Report of 21 States (1999), Milken Exchange on Education Technology, *www.milkenexchange.org*.

The Virtual University and Educational Opportunity (1999) and ***New Internet-based Technologies May Deepen Divide Between Educational Haves and Have-nots*** (1999), The College Board, *www.collegeboard.com*.

What's the difference? A Review of Contemporary Research on the Effectiveness of Distance Learning in Education (1999), The Institute for Higher Education Policy, *www.ihep.com*.

If you are wondering about Library and Learning Resources support for distance learning, ***Fred Brose*** **(Riverside)** has put together a list of *Distance Education Libraries on the Web*. Two especially interesting sites from his list include, *Library of the Workplace* at *www.workplacelibrary.org/indices/about.html* and *Myths about Electronic Learning Resources* at *www.sreb.org/Main/LatestReports/Tech/Myths/Myths.html*.

Y2K Y2K Y2K Y2K

For do-it-yourself Y2K checks on your home/office PC hardware and software, download the free and quick-testing software *Y2K Test*, or, better yet, do a thorough test with a Y2K utility such as *Check 2000 PC Deluxe*. Y2K Test is available for download from its developer at *www.y2k.com*.

To join a Y2K chat group go to *www.y2knews.com/chat.htm* (your browser must support Java chat; either Communicator 4.6 or IE 5.0)

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Santa Rosa Junior
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Solano
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Taft
Victor Valley
West Hills
West Los Angeles
West Valley
Yuba

An Analysis of the California Community Colleges Library Space Standards with Proposed Revisions to the California Code of Regulations, Title 5

Excerpted from A Working Paper Prepared By Linda Demmer, Library Consultant (July 1999). Full document is available as a Word file on the CCCCO Website. www.cccco.edu/cccco/esed/irt/llr/Demerweb.doc

BACKGROUND

The current required formulae for planning library and learning resource facilities for community colleges in California are found in the *California Code of Regulations, Title 5, Section 57030, "Library Space."* This section has been in place since pre 1974.

57030. Library Space

All library space shall be computed by assignable square feet for library functions as specified in this subdivision of this section. Square feet are "assignable" only if they are usable for the function described. Areas such as the main lobby (excluding card catalog area), elevators, stairs, walled corridors, rest rooms, and areas accommodating building maintenance services are not deemed usable for any of the described functions.

Stack space = .1 ASF x Number of bound Volumes
Number of Volumes

Initial increment = 16,000 volumes
Additional Increments:
(a) Under 3,000 DGE = +8 volumes per DGS
(b) 3,000 – 9,000 DGE = +7 volumes per DGS
(c) Above 9,000 DGE = +6 volumes per DGS

Staff space = (140 ASF x Number of FTE Staff) + 400 ASF
Number of FTE Staff

Initial increment = 3.0 FTE
Additional Increments:
(a) Under 3,000 DGE = +.0020 FTE Staff per DGS
(b) 3,000 – 9,000 DGE = + .0015 FTE Staff per DGS
(c) Above 9,000 DGE = + .0010 FTE Staff per DGS

Reader Station Space = 27.5 ASF x Number of Reader Stations
Number of Reader Stations

Initial increment = 50 stations
Additional Increments:
(a) Under 3,000 DGE = +.10 stations per DGS
(b) 3,000 – 9,000 DGE = + .09 stations per DGS
(c) Above 9,000 DGE = + .08 stations per DGS

Total Space = Initial increment = 3,795 ASF
Additional increments:
(a) Under 3,000 DGE = +3.83 ASF per DGS
(b) 3,000 – 9,000 DGE = + 3.39 ASF per DGS
(c) Above 9,000 DGE = + 2.94 ASF per DGS

For audio-visual and programmed instruction activities associated with library, learning resource functions, additional areas sized for individual needs but not exceeding the following totals for the district as a whole:

Total Space = Initial Increment = 3,500 ASF
Additional increments
(a) Under 3,000 DGE = +1.50 ASF per DGS
(b) 3,000 – 9,000 DGE = + .75 ASF per DGS
(c) Above 9,000 DGE = + .25 ASF per DGS

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Library Space Standards...Proposed Revisions...

Continued from Page 6

PROPOSED REVISION

The proposed revisions do not address all of the deficiencies in the current guidelines. In some areas, the final allocations have moved further away from the minimum standards, but in general, task force chose improvement in quality, flexibility at the local level and accessibility over quantitative guidelines.

(A) Collection space **.0833 assignable square feet x Number of Bound Volumes**

Number of Bound volumes
Initial increment = 25,000 volumes
Additional increments
(a) Under 3,000 FTES. = + 8 volumes per FTES
(b) 3,000 to 9,000 FTES = + 7 volumes per FTES
(C) Above 9,000 FTES = + 6 volumes per FTES

(B) Operations and Staff space = **(225 ASF x Number of FTE Staff)**

Number of FTE Staff
Initial increment = 3.0 FTE
Additional Increments:
(a) Under 3,000 FTES = + .0018 FTE Staff per FTE
(b) 3,000 – 9,000 FTES = + .0012 FTE Staff per FTE
(c) Above 9,000 FTES = + .00075 FTE Staff per FTE

(C) User Stations Space **32.5 ASF x Number of reader stations**

Number of Reader Stations
Initial increment = 50 stations
(a) Under 3,000 FTES = .08 stations per FTES
(b) Above 3,000 FTES = .07 stations per FTES

(D) Instructional Support Technology = Initial increment: 1,500 square feet
+ (A) Collections space * .40
+(B + C) Staff and Users Space * .25

Total Space **Sum of A, B, C, D**

IMPACT

DGS 2000/FTES 2315	User Space	Staff Space	Collections	Instructional Support Technology	Total
Current Title 5	6875	1380	3200	6500	17955
Recommended modification	7644	1612	3627	3765	18147.8
DGS 7000/8102 FTES					
Current Title 5	19525	2500	6800	11000	39825
Recommended modification	21032	3267	7060	8899	41757.75
DGS 14000/16204 FTES					
Current Title 5	35475	3620	11200	13750	64045
Recommended modification	39464	4725	11185	15521	72395.25
DGS 20000/23148 FTES					
Current Title 5	48675	4460	14800	15250	83185
Recommended modification	55262	5897	14657	21153	98468.55

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Library Space Standards...Proposed Revisions...

Continued from Page 7

Or, to look at the recommended guidelines in terms of national averages, they produce the following per capita allocations for seats and volumes, and the full time equivalent staff total as noted below. The number of square feet of (gross) space per capita ranges from 10.1 for the smallest districts to 5.52 to the larger districts.

FTES	User Stations	Seats per capita	Staff	Collections	Volumes per capita
2315	235	1 for 9	7.2	43524	19
8102	647	1 for 12.5	14.5	84720	10
16204	1214	1 for 13	21.0	134220	8
23148	1700	1 for 13	26.2	175884	8

Carolyn Norman reports that the Board of Governors reviewed the proposed revisions on Tuesday, September 14, 1999. Board members raised questions regarding technological consideration in the development of the proposed regulations, the degree of involvement of others and the fiscal impact of the proposed revisions. The regulations are scheduled for adoption at the November 1999 meeting (Source: *CCC-LIB-LRC List*, posting by Carolyn Norman, 15 September, 1999).

Comments? Send them to: Carolyn F. Norman, Coordinator Library and Learning Resources, CCC Chancellor's Office (contact details are on page 3).

Community College Newsbriefs

El Camino College

Raymond Roney, Dean, Instructional Services, El Camino College, has been appointed to an Interim position, Special Assistant to the President. **Alice Grigsby**, Cataloging and Systems Development Librarian, is now Acting Dean, Instructional Services.

- Ray Roney

Glendale College

Interesting things are happening in BI with the welcome addition of **Shelley Aronoff.** Shelley heads the new workshops program (9 hours of workshops instead of 1 hour of orientation). **Michael Colling**, Instructional Librarian, developed and taught Library 101, our first credit information competency course, last year. It's 2 units, transferable to UC/USC/CSU. This year he's teaching a discipline-focused research class for history/social sciences students and developing a course-integrated program for Nursing and a co-taught course for English, besides the basic Library 101. The discipline ones seem to be filling better than the basic one (it's hard to sell students on eating their spinach, even though it's good for them!).

Ruth Thompson McKernan

Imperial Valley College

Imperial has just completed a 4,200 square foot addition to the Library which houses the Learning and Tutoring Center. In addition, it includes small, medium, and large group study rooms and audiovisual listening/viewing rooms. The existing library was recarpeted, a new, enlarged circulation desk was installed, the stacks were reinforced to meet current earthquake codes, and the stacks and furniture were rearranged. New lighting was installed in the computer area, new electric doors are being installed on the front and the back of the library, and the student rest rooms were upgraded. In other news, Imperial's electronic resources' subscriptions include *ProQuest Direct, EbscoHost, Infotrac, Britannica Online*, and *SIRS (Social Issues Resources Series)*.

- Eileen Ford

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California Academic & Research Libraries (CARL) & California Library Association (CLA)
Community College Interest Groups - South
Present

Metadata Demystified!

INFOMINE
Scholarly Internet Resource Collections

Please join us for an engaging presentation and discussion of what metadata is, what some enterprising Southern California librarians are doing with it, and what YOU can do with it to help your patrons in the library.

Presentations include: *Metadata for Librarians: A Survey of and Guide to What's Now and What's Next* by Carlos Rodriguez, Science Reference Librarian, INFOMINE Development Team, UCR Library Webmaster & *INFOMINE: Everyone's College and Educational Virtual Library - A Collaborative Metadata Creation Project -- How We Do It and How You Can Too* by Julie Mason, Library Outreach Coordinator, INFOMINE K-12 Facilitator, FIPSE Project Business Manager & Michelle Jones, INFOMINE NetGain Outreach Program Coordinator. There will be time for Q & A and group discussions. Steve Mitchell, Science Reference Librarian, INFOMINE Co-Coordinator will also be present. Refreshments will be served.

When: Friday, November 5, 1999, 9:00 am - 12:00 noon

Where: Conference Room 240, Science Library, University of California, Riverside

For more information about the program, please contact:
Leslie Huiner, Barstow College. Phone: (760) 252-2411 x7273 Email: lhuiner@barstow.cc.ca.us

Deadline for Registration: October 20, 1999. Space will be limited to the first 60 respondents.

To register, please MAIL a copy of the cut-out registration form below by October 20 to:
Patricia Burson, Technical Services Librarian, Santa Monica College, 1900 Pico Blvd.,
Santa Monica, California 90405-1628. Phone: (310) 434-4691 Email: burson_patricia@smc.edu

Registration fee: **$ 10.00 (CARL members)** **$ 15.00 (CARL non-members)**
$ 5.00 (students and retired librarians)

Make checks payable to **CARL**

Note: There is a $5.00 parking fee and parking directions can be found at *www.ucr.edu*. Your canceled check is your receipt. Thanks for your support of CARL & CLA CCIG-South.

Registration for Metadata Demystified

Your Name: _____

Institution: _____

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E-mail: _____ Daytime telephone number: _____

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MEET THE MILLINIUM WITH A NEW MISSION

BY RUTH THOMPSON MCKERNAN

At Glendale College, we evaluated our programs and began planning for a new century! A part of that planning is the mission statement below:

OUR MISSION is to give students the information skills they need to be successful at Glendale College as well as in upper division courses, in the job market, and as information consumers and creators throughout their lives.

- As reference librarians we enable students to use the library's information resources, whether within or beyond its "invisible walls."
- As instructors we teach students how to find, evaluate, incorporate, use, create and communicate information effectively.
- As experts in knowledge resources, we support other disciplines by selecting the most accurate, fair, diverse, relevant, comprehensive and current sources available; and by making these resources easily accessible to all.
- We provide an unrestricted gateway to sources of knowledge throughout the world and are committed to providing equal access to Library programs and resources for all learners, whatever their level and wherever they are located.
- We offer a quiet sanctuary in which to study, read, and think, whether alone or with others.
- We seek to instill a love of books and ideas and an appreciation of the rich history of human thought, and to serve as a place of intellectual and spiritual refreshment for the campus community.

Glendale Community College Library, Mission Statement, August 1999

Community College Newsbriefs

Long Beach City College

Dr. Leticia Suarez was recently appointed Dean of Learning Resources and Technologies. Dr. Suarez was formerly with the City and State Universities of New York, where she had over 20 years of teaching and administrative experience. Also, **Kim Barclay** has joined the staff as Bibliographic Instruction Librarian. Kim was formerly with DeAnza College where she was Special Collections Librarian. The College Libraries recently selected Endeavor's Voyager library management system, which is expected to be in operation during the spring semester. At the Liberal Arts Campus Library, two research Centers offering Internet access have been constructed. The Libraries recently were the recipients of $10,000 in funding from CalWorks and child development grants used for updating the career and juvenile collections.

- Ron Albert

Miramar College

Sandra Pesce is the new Librarian, responsible for bibliographic instruction & information literacy. She will also get our webpage started. Sandra hails from the University of Ohio, Chillicothe. She started in late July, 1999. We are very excited about this new additional librarian [our third librarian]!

- Colleen Beck

Palomar College

The entire Library website is being translated for a Spanish version. The Library has received some seed money from The Partnership for Excellence program

- Alexis K. Ciurczak

Continued on Page 11

Community College Newsbriefs

Pasadena City College

Leslie Diaz has been appointed as temporary one year Librarian to replace **Sylvia Lomen**, who retired after 30 years as librarian.

- Mary Ann Laun

Rio Hondo College

Adele Enright is the Library Coordinator for the 1999-2000 academic year. The reference room has been redesigned for ADA compliance as well as to facilitate Internet access for all students. The redesign includes new paint, new carpet, and new computer furniture, and recabling of the reference room. Subscription databases include: *Proquest Direct, SIRS Researcher* and *Gale Literature Library*. Library 101 *Fundamentals of Research* is now an online course that fills to capacity each time it is offered.

- Adele Enright

Saddleback College

Dr. Kevin O'Connor is the new Dean of Liberal Arts & Learning Resources at Saddleback College. Kevin previously served as Director of Learning Resources at Loyola Marymount University for nine years. He has also taught at USC and San Diego State. Kevin currently serves on the Chancellor's Advisory Committee for Libraries and Learning Resources.

- Gita Satyendra

Santiago Canyon College

Dr. Anita Coleman has joined the faculty as the Systems/Cataloging Librarian.

Sierra College

Deirdre Campbell is the new Information Services Librarian/Cataloging. Deirdre received her MLIS from the University of Arizona and has worked as a professional cataloger in the UA Architecture Library and Arid Land Use Library and for NASA. Deirdre's hobbies are reading, cooking, and gardening. Another new member of the cataloging department is **Jeffery Atkinson**, LRC Cataloging Technician. Jeff has a background in retail sales and came to the Sierra College LRC as a volunteer in 1996. After taking Library Technician classes at Sacramento City College and working full-time for Rocklin PublicLibrary as a paraprofessional, Jeff returns to Sierra. Sierra is also fortunate to have hired our first LRC technical support employee. **Jennifer Drez** is Instructional Computing Technician and comes to Sierra with a BS in Chemical Engineering from the University of New Mexico and two years of work experience in quality control at Intel Corporation.

- Brian Haley

Recent LRACCC Publications

***Electronic Learning Resource Centers: Guidelines, Planning, Examples*.....$89.00**

Unique idea-generating handbook features floor plans and photographs from 26 newly-constructed or renovated community college libraries in Arizona, California, Georgia, Illinois, Michigan, Oregon, Texas, Washington, and Wisconsin. Practical information includes guidelines, space planning, technology and connectivity needs, and design considerations along with experience-based advice from the field. Sequential steps in the overall process, the plan, and the action phase are addressed with the complete final project proposal contained in the appendix.

***Guide to Managing Telecourse/Distance Learning Programs*.....$79.00**

This handbook includes strategies and practices of establishing and administering all aspects of a telecourse program in a community college. Some of the topics discussed in this practical handbook are: Curriculum approval process, establishing relationships with outside agencies, instructional standards and requirements, local advisory committee, faculty responsibilities and compensation, scheduling telecourses, marketing, registration, orientation for students, faculty evaluation, accreditation, costs and benefits of distance learning programs.

***Output Measures Manual for Community College Learning Resources and Library Programs*.....$79.00**

This manual has been developed specifically for evaluating the performance of community college libraries and learning resources programs. There are 12 output measures selected by California library and learning resources program administrators as being the most valuable for measuring their programs. Each measure includes definitions, directions and data collection forms.

Please send a purchase order and/or prepaid check for the publications you have selected. ADD postage/handling as follows: $4.00 for the first item, $1.00 for each additional item. Send orders to LRACCC, P.O. Box 298, Fairfield, CA 94533-0029.

INTERCOM

Intercom, Newsletter of the Learning Resources Association of the California Community Colleges, is published three times a year, in October, February, and May. Please submit news or information about your colleges's library/learning resources program or personnel. Short articles and opinion pieces are welcome too. **Submission deadline for the next issue is *January 10, 2000*.**

Anita S. Coleman, Editor, LRACCC *INTERCOM*, Library, Santiago Canyon College, 8045 E. Chapman Ave., Orange, CA 92869-4512, (714) 564-4711, Fax: (714) 633-2842, e-mail: asc@acm.org. Printed by Jose Menendez, Director of Graphics, De Anza College.

A LRACCC Position Paper: Why Learning Resources Require Professionally Trained Managers

Continued from Page 3

An effective Learning Resources administrator must have the respect and trust of the group he or she leads. Such trust and respect can only develop when colleagues believe that their leader is professionally trained and experienced in the services they provide. The Learning Resources administrator must possess a Masters or Ph.D. in Library and Information Science, Instructional Media, or a related field and have several years' experience performing LR functions. This is the only background that will reliably instill an attitude of service and the practical knowledge of LR operations that are prerequisites for effective Learning Resources administration. A strong, well-coordinated Learning Resources Program is central to the 21st century educational paradigm of electronic literacy and life-long learning.

How should LRACCC help the LRCs in this vital matter? Send your responses to any member of the Board (addresses on pages 1, 2, 3) or to the Editor by January 10, 2000.

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February 2000 Volume 35, Number 2

Newsletter of the
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www.lraccc.org

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YOUR INPUT IS NEEDED!

Issue: ***Why Learning Resources Require Professionally Trained Managers*** - All across the state Learning Resources Centers are being restructured and placed under disparately qualified administrators, thereby, marginalizing the concept of LRCs and impacting the service delivery and efficiency of these learning support centers. Here's what **YOU** can do about this.

⇒ **Read** the LRACCC Position Paper in this issue (p. 9, 10).

⇒ **Consider and investigate** how Learning Resources are organized in your college? Does this organizational structure make sense? Is this the best way in which learning resources services can be delivered for effective student learning?

⇒ **Share** the paper with your colleagues and administrators.

⇒ **Ask** for their ideas on this issue and **relay** it to your LRACCC Regional Representative.

⇒ **Call or be prepared** for a call from your LRACCC Reg. Rep. (you will find the contact details on p. 1-3) with your findings and ideas. Thanks for helping to improve California's Community Colleges!

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President's Column

It appears that our preparations for Y2K have been successful, as none of the dire predictions we heard about last year have occurred. The predictions may have even had a beneficial effect. At my college and others around the state, non-Y2K-compliant management information systems have been replaced with new systems, thereby, we hope, ensuring our service to students and staff. That we have been so concerned about this issue underlines our ongoing reliance on technology and our need to know more about it.

To expand your technology knowledge, I invite you to our annual statewide meeting. In the past, we have usually had separate north and south meetings, but this year the Board thought it would be interesting to meet in Sacramento and have a chance to see the new Chancellor's Office. The program for the meeting is thematically connected to the one for our national conference now planned for 2001, Learning Resources Services for the Digital World, and further emphasizes our involvement in technology. Dr. Howard Besser from UCLA will keynote the meeting by discussing the ways colleges will respond to new ways of digitally distributing learning materials. The follow-up sessions will focus on metadata, online tutoring, and copyright and liability. After lunch we will have roundtable discussions on some of the issues raised in the morning sessions, and we will round out the day with a tour of the Chancellor's Office.

My apologies for adding to the millennial hype, but as we begin this final year of the 20th century, it is exciting to be looking forward to the 21st. Our library and learning resources programs have always attempted to be forward looking, and I think you will agree that the LRACCC Board is working to help maintain that vision with the Sacramento meeting and the 2001 conference. An important part of this vision includes the concept of effective and efficient learning resource centers in the California Community Colleges. To further develop that vision LRACCC has issued a position paper entitled *Why Learning Resources Require Professionally Trained Managers.* This paper was first published in Intercom, Oct. 1999, and can also be found in this issue in its entirety. In the year ahead, LRACCC will spearhead a campaign to disseminate this paper widely, gather support for learning resources programs, and halt the fragmentation of our programs (see p. 1). I encourage you to read and respond to the LRACCC Position Paper. Please contact me or any member of the Board.

Thanks for your support of LRACCC and I look forward to seeing you on March 3 in Sacramento!

Jan Keller

LRACCC

Check the LRACCC website: www.lraccc.org

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Access to the Disabled

From the Office of the L & LRP Coordinator (Carolyn Norman, norman@class.org) Chancellor's Office

The California Community Colleges have been cited (specific case docket is No. 09-97-6001) by the U.S. Department of Education, Office for Civil Rights (OCR) for the inability of the colleges in the system to meet the needs of the visually impaired. Nine areas were identified in the case, one of which, is libraries. In the last year, groups within the Chancellor's Office and outside have addressed this docket and a college system response to each of the nine areas was sent to OCR in early fall 1999 (Sept.).

The Disabled Workgroup explored accessiblity of library materials/services and the recommendations of this group have been incorporated into the system response, the Library and Learning Resources Programs long-range plan (draft) and into a document entitled *Library and Learning Resources Access for the Disabled in the Electronic Age*. Please contact your Library and Learning Resources Dean or Director for a copy of these documents.

A list of recommended equipment and software for Assistive Technology (AT) has also been sent to the Deans/Directors and is available on the Chancellors Office web (please contact Carolyn Norman at norman@class.org for specific URL or post to the listserv at ccc-lib-lrc@cerritos.edu). This list was compiled for Sierra College by one vendor (HumanWare) and offers three options ranging from $10,000 - $44,000 approximately. Libraries and LRCs can choose where to start and how much AT to implement over time. Keep in mind that these options were price quotations for a specific college, and that costs and equipment configurations are subject to change. Contact HumanWare (see p. 14) for current quotes for your college.

New and upcoming events and resources to keep you abreast of information related to disabled access include:

1. *Accessible Libraries on Campus: A practical Guide for the Creation of Disability-Friendly Libraries.* ALA. ($22.00) *[Editor's note: I was unable to find this title in the ALA Online Store as of 01/10/2000.]*
2. Center on Disabilities, California State University, Northridge, Fifteenth Annual Conference, *Technology and Persons with Disabilities*, March 20-25, 2000, Hilton Los Angeles Airport Hotel and Los Angeles Airport Marriott Hotel. URL: *http://www.csun.edu/cod/*.
3. Council of Chief Librarians is planning a conference on assistive technologies. Watch your mail and their website for details. URL: *http://www.cclccc.org/*. *[Editor's note: None found as of 01/10/00.]*

Check for Great Resources on this topic at the EASI Site!

EASI

Equal Access to Software and Information

EASI is a project of the TLT Group (Teaching Learning & Technology, affiliate of AAHE). EASI's website specializes in information technology's impact on science, math, and libraries. Excellent resources here. URL: *http://www.rit.edu/~easi*.

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Phoenix Rising at West Hills

Plans to completely revolutionize library facilities in the West Hills Community College District are on the drawing board.

West Hills College (WHC) Dean of Learning Resources **Joseph Moreau** waxed eloquent when discussing the technological aspects of the new state-of-the-art facilities envisioned with underwriting from the Measure G bond passed last Fall by WHCCD voters. To help facilitate some of the planning, officials have consulted with one of the premier community college architects in the state, Addington & Associates, Bakersfield, CA. Exhaustive facility planning meetings have been held and the artists renderings for the new facilities are rising like a phoenix out of those discussions.

The remodel for the 30-year-old Rodney Fitch Library on the Coalinga main campus will cost an estimated $1.5 million and be completed in Spring 2002, according to Moreau. He anticipates the closure of the Coalinga facility after graduation ceremonies in May. Major demolition work will continue through the summer. The library will reopen for the Fall semester, however, construction work will be ongoing for an additional six to eight months.

Gone will be any vestige of the image of tall stacks of dusty tomes secluded in dark shadows in the libraries of old. "We are changing the whole nature of the building," said Moreau. "It will be more open, light, airy... Microfiche is history. It's one technological resource we are not investing in. This information is now available online."

"We will more than double our open lab space for students in Coalinga," declared Moreau. A new $45,000 computer lab will be added with 25 work stations. This new lab will allow instructors who may need to book the lab several times during the course of a semester for their students to do so on an as-needed basis. Four small group study rooms will be added to the library, each accommodating six students, and equipped with computer network connections, VCRs and video monitors. The entire building will be rewired to allow students with laptop computers to sit down, plug in their computers and access the Internet and other college network resources. A faculty development center will house an array of equipment -- such as slide scanners, compact disc recording equipment and other specialized apparatus -- to allow instructors to create electronic instructional materials.

"We are rapidly increasing the use of electronic resources," he explained. Two years ago WHC had no electronic periodical holdings to speak of. A year and a half ago, WHC acquired subscription Internet access to 700 online periodicals. "This year we have increased to 1,850 the online full-text journals and periodicals including an additional 1,500 indexed periodicals," said Moreau. The indexed periodicals will have listings and allow students access to abstracts. If a student wishes the full text of an article, the article may be obtained through high-speed fax from the interlibrary loan system. "Some services will be available to students and faculty homes."

Continued on Page 12

A CHALLENGE FOR THE NEW YEAR!

"Librarians and other information professionals spend a significant portion of their time developing intelligent integration and application of information technologies to support and improve our dominant service ethic. The challenge of the future is to continue that tradition and expand the collaboration to create new knowledge environments and learner opportunities." *Walls dissolve: transforming access to knowledge. The St. Cloud State University Vision: A Library and Learning Resources Facility for the 21st Century.* URL: *http://lrs.stcloudstate.edu/future/dissolve.html*

WebViews

Note: WebViews announces web pages and innovative websites of interest. Send URLs with a brief annotation to the Editor (email asc@acm.org). Occasionally, as in this issue, this column will also include software applications of interest to information professionals.

Copernic 2000

This is the killer app for reference librarians. **Linda Cucovatz, Library Dept. Chair and Reference Librarian, Santiago Canyon College** says *"Now, when I use the Internet to help students with their research, I use Copernic (freeware) all the time."* Copernic 2000 is the new version of Copernic 99, an Internet search application that is installed on the computer, just like a browser or e-mail software. By efficiently and simultaneously using the best Internet search engines for the search terms or keywords entered, storing the results on disk, organizing them in a clear manner and removing duplicates automatically, Copernic lets the Reference Librarian focus on the search and retrieval process. For-sale versions (Copernic 2000 Plus and Copernic 2000 Pro) improve the free product with more useful features and simultaneous searches. For example, the freeware searches 65 search engines simultaneously, while Plus and Pro search over 400. Both Windows 95/98/NT and Macintosh OS versions are available and this search assistant will work with Netscape or Internet Explorer. Freeware version is available for download. URL: *http://www.copernic.com/*.

Freespeech Browser

Yet another technology with potential for widespread acceptance and use in libraries and LRCs (especially given the ADA-compliance needs and limited budgets) is speech recognition software. Last fall, Phillips released the FreeSpeech browser as a shareware download for PCs. This is a piece of software that is installed on the computer and it facilitates voice-controlled navigation of the web. The product is very intuitive to use, and the voice navigation really works; but, you must be running Windows (a version that supports MSAA) and Internet Explorer 5.0. In addition, there are hardware requirements such as a sound card. It works with most microphones though Phillips recommends their SpeechMike. Activating the links with a voice command such as *"Go Home"* or saying the URL link numbers assigned can become an addictive experience. URL: *http://www.speech.phillips.com/*.

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DETAC

By Brian Haley

The Distance Education Technical Advisory Committee (DETAC) provides the Chancellor's Office advice, strategies, and proposed Title V language changes to promote the advancement of Distance Education in the California Community College System (1,3). The Committee is comprised of five representatives from the State Academic Senate, one representative from each of the following constituencies: CEOs, CIOs, CSSOs, the Learning Resources community, the State Student Senate, the Researcher Group, the Southern Telecommunications Consortium, and the Northern Consortium for Distance Learning (2). DETAC meets about seven times per year. Among other functions, DETAC reviews the Distance Learning Reports sent in annually from each California Community College, prepares and distributes a survey of distance learning faculty, and soon will distribute a distance learning student survey. DETAC members are all involved in distance learning instruction, and keep current on the fast-changing technologies, pedagogies, and practices that are characteristic of this method of instruction. DETAC has until the fall of 2001 to come up with its proposals for new regulatory language, an extensive report detailing the Committee's findings from its eight year study, and proposals for changing funding and other regulatory mechanisms that the Committee believes are a barrier to the successful development of distance learning programs. DETAC's proposals will then go through the Chancellor's Office regular consultation process before the new regulations are finally adopted by the Board of Governors sometime in 2002.

An example of the type of issue that DETAC discusses is the current problem that involves the lower funding online lab courses receive based on their present placement in the category of "Independent Study." DETAC's hope is to suggest Title V or Chancellor's Office guideline changes that will make online lab funding equal to traditionally delivered lab funding. In order to be considered "fully-interactive," the design of distance learning courses must demonstrate that there is significant instructor-student contact. Fully interactive distance education can be reimbursed by state apportionment based upon the district's regular student attendance claim as provided for in Section 58051(a)(1).

Section 58051(a)(1) is that section of Title 5 where the general rule for counting FTE is given: "only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the district ..." shall be included in computing the FTE of a college district. The new technologies of the Internet require an extension of the definition of "immediate supervision and control" to include electronic, synchronous or asynchronous "supervision and control." This also squares with the idea of trying to treat those classes approved by the local curriculum committee as being "fully-interactive" Internet classes (i.e. classes that are judged to have "significant instructor-student contact") as much as possible like "regular, traditional" classes. This change of the definition in Chancellor's Office guidelines of "fully interactive" from the old requirement of "synchronicity" (allowing for synchronous, instructor-student contact) to "euchronicity" (allowing for effective, significant synchronous or asynchronous, i.e. euchronous, instructor-student contact) would not require changing any of the language in Title 5, (Education) Div. 6 (CCCs), Chapter 6 (Curr. & Instruction), Subchapter 4 (Courses & programs conducted as independent study), Article 2 (Distance Education).

I coined the word "euchronous" (from the Greek eu meaning "good" as in the word eugenics=good genes + chronos meaning "time") to mean "good" or "effectively-spent" time....so, euchronous instruction would be any instruction that had "quality" time, "good" time, "effectively-used" time. Such time does not have to be only "synchronous" (from the Greek syn meaning "with" as in the word synergy=working with + chronos) but could equally well be asynchronous (a in front of Greek-derived English word always means "without" as in apolitical). New technologies demand new terminologies (e.g. astronaut, coined in 1927 from Greek astro=star and naut=sailor).

References

1. Distance Education Sub-Unit. URL: *http://www.cccco.edu/cccco/esed/irt/de/*. Viewed on 01/10/00.
2. Distance Education Technical Advisory Committee Directory. URL: *http://www.cccco.edu/cccco/esed/irt/de/detac.htm*. Viewed on 01/10/00.
3. The Role of the Chancellor's Office in statewide distance education policy planning for the California Community Colleges. URL: *http://www.cccco.edu/cccco/esed/irt/de/08-2sdep.pdf*. Viewed on 01/10/00.

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LRACCC ***Statewide Meeting*** for all Librarians and Learning Resources Staff

March 3, 2000, Chancellor's Office, 1102 Q St. Sacramento, CA 95814

For map & directions to the Chancellor's office, please consult www.mapquest.com

8:30 am-10:00 am **Coffee with Corporate Partners**

10:00 am-10:15 am **Welcome and Introduction - Jan Keller/Don Kirkorian**

10:15 am-10:45 am **Keynote address**

Digital Delivery of Instructional Support Materials: How will our learning institutions change?

Howard Besser, Associate Professor, UCLA School of Education & Information Studies

10:45 am-11:45 am **Come and Learn About Metadata**

Moderator: Deirdre Campbell, Sierra College

XML: Structuring text on the Web

Debora Seys, HP Labs Research Library, Palo Alto, California.

INFOMINE: An Evolving Academic Virtual Library

Margaret Mooney, University of California, Riverside.

11:45 am-12:45 pm **Copyright and Liability**

Copyright Issues in the Community Colleges: What's New in Fair Use, Liability, and Intellectual Property Rights?

Joseph Moreau, West Hills College, **Henry Burnett**, American River College, and **Dave Fishbaugh**, West Valley College

12:45 pm-1:45 pm **Lunch & Updates of LRACCC, CCL, ACCCA**

1:45 pm - 2:45 pm **Online Tutoring**

Carolyn Norman, Chancellor's Office

2:45 pm-3:30 pm **Roundtable Discussions on Timely Topics**

Registration for LRACCC Statewide Meeting on 3 March, 2000

Meeting fees include: registration, handout materials, morning coffee & rolls, & catered luncheon.

Attendance fee: Member Colleges **Before Feb. 18 - $10.** **After Feb 18 - $30.**

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LRACCC ***Statewide Meeting*** for all Librarians and Learning Resources Staff

March 3, 2000, Chancellor's Office, 1102 Q St. Sacramento, CA 95814

Session Abstracts

Digital Delivery of Instructional Support Materials: How will our learning institutions change? By Howard Besser, UCLA.

In this talk Howard Besser will discuss the ways in which colleges will respond to new forms of digital distribution of learning materials. His talk will cover a broad range of important sub-topics ranging from the development of standards for library materials and instructional courseware, to impediments posed by recent changes in intellectual property laws, to the difficulties instructors face in teaching with digital materials, to the opportunity and threat of online education. His talk will be liberally illustrated with examples from projects he's involved with.

XML: Structuring Text on the Web By Debora Seys, HP.

The Web can be a frustrating information resource because of it's unstructured nature. A new standard, called eXtensible Markup Language, or XML, will change the way in which text can be created, managed and retrieved. XML provides a means to intelligently tag specific bits and pieces of a text and has the potential to structure it so that it can be treated like data. This presentation will briefly introduce XML and discuss the implications of the standard and new technologies associated with it.

INFOMINE: An Evolving Academic Virtual Library By Margaret Mooney, UCR.

INFOMINE, established in 1993, has been developed by the Library of the University of California at Riverside with the collaborative content building effort of many UC systemwide and other academic libraries. INFOMINE has as its guiding principle the building of a public domain academic Internet finding tool. Through the creative use of technology, INFOMINE enables librarians to expand their professional expertise to the world of the Internet in an efficient manner by enabling them to focus their energies on the intellectual work of evaluating, organizing, describing, and disseminating quality Internet resources of value to the scholarly community. INFOMINE is a popular site which received more than eight million accesses and over 660,000 search sessions during the past year. An average of over 5,000 Web pages are directly linked to INFOMINE. The awarding of a $298.000 grant from the Fund For the Improvement of Post-Secondary Education in 1998 and a $498,700 National Leadership Grant from the Institute of Mueums and Library Service in 1999 have enabled INFOMINE to begin serious research and development work in technology applications in partnership with UCR's Computer Science faculty and students. The presentation will cover INFOMINE's history and live demonstrations of INFOMINE's search and adder/editor functions.

Copyright Issues in the Community Colleges: What's New in Fair Use, Liability, and Intellectual Property Rights? By Joseph Moreau, West Hills College, Henry Burnett, American River College, and Dave Fishbaugh, West Valley College

In the last couple of years, Congress has overhauled the Copyright Law. National guidelines governing the fair use of copyrighted materials in higher education have been released. Several institutions have adopted policies and ratified contracts defining the disposition of the intellectual property rights of faculty-developed digital instructional materials. All of these developments have resulted in numerous changes that have made our jobs simpler in some ways and added great complexity in other ways. This panel will highlight many of the most significant developments in these areas and discuss their impact on the community college campus.

Coffee with Corporate Partners is a time for participants to meet vendors and view their products. For a list of partners, please see p. 14.

A LRACCC Position Paper: Why Learning Resources Require Professionally Trained Managers

Because of the scope and pervasiveness of its functions, a properly administered Library/Learning Resources Program exerts a strong unifying force on the instructional program of a community college. In terms of space, staffing, and budget, Learning Resources typically are the largest academic support unit on campus. The usual LR functions are: library services (for both traditional and electronically stored resources); distance learning, television, and multimedia; tutoring; test proctoring; access to networked computers and word processing; foreign language, math, or other discipline-specific computer labs; and often, staff development. Even if all of these activities are not in one building or under the LR manager's administration, he or she usually has close and frequent contact with them. The common thread that runs through LR functions is the provision of help, support, and services that directly promote effective learning. Learning Resources should be the faculty member's greatest ally, and, along with the classroom, the student's most important instructional resource. It is the close connection between Learning Resources and student learning that affords LR staff their greatest job satisfaction.

To ensure the proper interaction among all of the LR support components and the instructional program of the college, the right kind of administrator must be put in charge. The Learning Resources administrator must be very knowledgeable about most of the services and functions listed above. This hands-on knowledge can only be gained from specific training and education in these functions and from years of experience performing them. It cannot be acquired from teaching or graduate study, however advanced, in a purely academic discipline. Teaching a class and running a Learning Resources Program is the difference between playing an instrument and conducting an orchestra. Both functions are equally necessary to produce the desired result, yet each requires a different set of skills. The individual performer strives for the greatest proficiency possible in presenting his or her material, while the conductor, in order to be effective, must remain acutely attentive to the overall effect of the ensemble.

An effective Learning Resources administrator must have the respect and trust of the group he or she leads. Such trust and respect can only develop when colleagues believe that their leader is professionally trained and experienced in the services they provide. The Learning Resources administrator must possess a Masters or Ph.D. in Library and Information Science, Instructional Media, or a related field and have several years' experience performing LR functions. This is the only background that will reliably instill an attitude of service and the practical knowledge of LR operations that are prerequisites for effective Learning Resources administration. A strong, well-coordinated Learning Resources Program is central to the 21st century educational paradigm of electronic literacy and life-long learning.

What do YOU think about this issue? Responses from readers follow.

Continued on Page 10

A LRACCC Position Paper: Why Learning Resources Require Professionally Trained Managers

Good paper. However, from here, the LRC concept itself is in question. The question is organizational: Does grouping these different components make sense today? Does having one manager for all of the services inherently hurt some services while helping others? (Probably a very old question!) Also, where does college computing and distance education belong in a multi-college or multi-campus district?

I would argue that today, a LRC dean minus Distance Education and computing would work. Distance Education and computing have outgrown being only part of a job or part of a range of services and that each needs a manager whose outlook is only those services. The problem is that the world is looking for fewer, not more, managers. Therefore, one way to solve this problem may be to organize strategic priorities such as distance education, computing, and libraries outside the LRC structure and utilize differing levels of classified / supervisory classified / faculty / coordinator staffing.

- Jim Matthews, Chabot College

It would certainly be pleasant and very good for the delivery of excellent service if our Community College funding formulas allowed us the luxury of adequate staffing. However, given the reality that we (the CCC System) will never be funded as generously as the CSU or UC systems, we at the CC level have to take pride (certainly not comfort) from the fact that we manage to do a very good job educating our students with limited funding. Today's LRC administrator must be a person who likes, and is very skilled at, keeping a lot of balls safely in the air (e.g. traditional library services, tutoring, open computer labs, distance learning, technological innovation, and possibly staff development). Distance Learning and Computing cannot be separated from the category of Instructional Support. Libraries and Learning Resources have always been in the business of providing services and technologies that support instruction (the printed, and now widely available, book was a new technology in 1455 AD). Computer-delivered resources or classes are simply the latest methods for doing what we have always done: facilitate the delivery of instruction, provide instructional materials (and the training to use them) that support and supplement course content, and serve as a helpful intermediary between the instructor and the student. By having all of these various instructional support services and functions under one Learning Resources roof, a coherent, synergestic, and euchronistic environment for learning is created. (see p. 6, last paragraph for a definition of euchronistic)

- Brian Haley, Sierra College

I have been working on this issue for years and I am of the opinion that the best way to address the issue is to develop some way of recognizing those institutions who have met the highest standards in this regard, i.e. have good, well trained leadership and exemplary programs. This can be done by having LRACCC produce an annual publication of institutions who have met the standard. This document would be circulated throughout the field - to trustees, chancellor's and presidents - with the hope that those colleges not listed would begin to look at the matter as an issue of concern.

This effort can not be resolved through legislation or the political process. Our best hope is through a PR effort that shapes opinion about appropriate training for leadership in this field.

- Ed Tennen, Moorpark College

Our Library / Learning Resources is currently supervised by a non MLS manager. It is a very difficult situation. And using the word difficult is putting it very mildly. I would hope that the various library and learning resources associations in California could band together and initiate some type of legislation to remedy our situation. A situation that I feel is only going to get progressively worse.

- Joyce Livingston, Los Angeles City College

Organizational Change in Academic Libraries including LRCs in Community Colleges: Check out Roark, Derrie, B. *Directed technological change in the Florida community college system.* Available at URL: http://www.ala.org/acrl/roark.html. In *Restructuring Academic Libraries: Organizational Development in the Wake of Technological Change, Publications in Librarianship No. 49.* Chicago, ACRL, 1997. Fulltext available online. *http://www.ala.org/acrl/pil49.html.* Viewed on 01/10/00.

Mission College Library

By Win-Shin Chiang, Director, Library Services

New Facility

The West Valley-Mission Community College District Board of Trustees in its September 2, 1999 meeting approved the award of bid to Lathrop Construction Associates, Inc. to construct the Learning Resource Center at a total cost of $7,387,700. The State Chancellor's office gave its final approval in October. A brief groundbreaking ceremony was held at the job site on Thursday, November 4, 1999. The event was well attended by the Board of Trustees members, staff, faculty and students, as well as friends and supporters of the college, including several leaders from the library community. The new LRC will open its doors in Spring 2001 and will include a library and an AV-TV facility with a total of 27,431 assignable square feet.

New Services

The library launched an exceptionally well received textbook-on-reserve service in fall 1999. With funding support from the Partnership for Excellence program, the library acquired over 340 required textbooks used in summer and fall 1999 courses. During the first two weeks of fall classes, 129 checkouts were registered and many heart-warming letters were received from students, faculty and staff expressing their gratitude for the new service. Over the semester, 134 textbooks were checked out 635 times, averaging 5 checkouts per book.

Also with funding support from the Partnership for Excellence program, the library launched another highly successful program last fall that delivered books directly to the students who might not have used the library otherwise. The library acquired multiple copies of 115 book titles specifically intended for those students for whom English is a second language. With the support and cooperation of ESL instructors, these books were taken to ESL classes by library staff and a student docent to be introduced and checked out to students in the classes. Over the semester, five class visits were made, 151 students were introduced to the program and 140 books were checked out. Some students checked out more than one book and several returned to the library at a later date to look for more books.

The library hopes to continue both programs which make more learning resources more accessible to students and improve their ability to succeed in the courses they take.

New Electronic Resources

Thanks to favorable prices negotiated by the CCLC and the Instructional Equipment/Library Materials grant fund, six new databases have been added to the library's offerings: The *Encyclopaedia Britannica Online*, *Galenet (Literary Databases, Scribners, Twayne)*, and *ProQuest (Research and Newspapers)*. Further, as part of the West Valley and Mission College joint INNOPAC upgrade last spring, a web management system was installed which enabled both libraries to offer remote access to their electronic resources. For the first time, all databases licensed by the library are accessible through the joint OPAC, by all registered users in the library, from any workstation on or off campus.

New librarians

The library is fortunate to have secured and filled two full-time, permanent librarian positions this year. ***Catherine Cox*** is the new Electronic Information Resources Librarian. Catherine has an MLIS degree from UC Berkeley and many years of library experience. Most recently, she was an associate reference librarian at Mission and an assistant librarian at the University of San Francisco, managing its off-campus library for upper-division and graduate professional studies program. In addition to managing the library's electronic system and resources, Cathy will teach a credit course at Mission, *Using Internet for Research*. ***Erlinda Estrada*** is the new Collection Development/Circulation Librarian. Erlinda also came to us with an impressive background. She has an MLIS degree from San Jose State University and over ten years of library experience. Most recently, she was the Adult Program Librarian at the Gilroy Public Library. Erlinda is in addition an experienced instructor. The courses she has taught include library credit courses at the Foothill College (*LT50: Introduction to library services* and *LT55: AV/non-print media*), and several Internet related courses at other institutions (*Web page design* at San Jose State, *Internet step-by-step* at UC Berkeley extension, and *Introduction to the Internet* at Mission).

You can visit the library on the web at the URL: *http://www.wvmccd.cc.ca.us/mc/lib.html*.

UNIVERSITY ACCESS™

The Learning Resource Association of California Community Colleges is very pleased and proud to welcome **University Access** as a corporate member.

Who is University Access? University Access (UA) is dedicated to providing the highest quality educational resources to institutions around the world by focusing on teaching methods, pedagogy and student learning. University Access provides a number of different solutions for faculty and learning resource departments in business education curriculum. In the distance learning arena, UA offers complete Telecourses, Teleweb Courses and Web Courses without an investment in technology, branded for each institution, developed with leading edge pedagogy, complete online customizability, free faculty training and free online support. Telecourses include 12, one-hour videos (distributed on PBS or a local channel), Teleweb courses include 12, one-hour videos and 30+ hours of Internet content, and Web Courses include 50 + hours of Internet content (all courses include a Faculty Guide, Student Guide and recommended textbook). For Learning Resources, UA has an award winning library of videos for business education and access to online content for on the ground classrooms.

Since the inception in 1996, UA has garnered over 15 awards for content development in both video and Internet production: 5 United States Distance Learning Association awards for Best Distance Learning Program & Excellence in Distance Learning Teaching, 2 Cindy Awards for documentary production, two Worldfest Houston Awards for video production, a Bronze Apple from the NEMN, and a number of technology awards for the UA Learning Platform.

What courses are available via the UA Catalog? Telecourses, teleweb courses and videos include: *Introduction to Business Communication: Tools for Leadership, Introduction to Microeconomics: Analytical Building Blocks for Business, Introduction to Macroeconomics: Mastering the Global Economy, Introduction to Entrepreneurship: Building the Dream, Introduction to Marketing: Competing in the 21st Century, The Legal Environment of Business: Making Decisions, Managing Risks.*

Web courses, available in the Fall unless otherwise noted include: *Accounting I and II - The Universal Language of Business* (Accounting I available in Summer 2000), *Business Statistics, Introduction to Business, Business Math, Introduction to Management,* and *PC Literacy.*

What are the benefits of partnering with UA? As a partner institution, you will have chosen to offer the highest quality distance learning courses available today. In addition, you will have the ability to participate in the Online Student Referral Program where UA takes its' 1 million hits per month and filters students interested in courses to those member institutions who are participating in the program. This was established to help increase the number of students enrolled in classes at your school. In addition, we would like to invite faculty members interested in participating in the development of the Web Courses. For their time (approximately three hours) faculty will receive authoring credit on these courses.

For information on UA, please call 1-800-960-1700 and ask for Jason Manasse or e-mail at jmanasse@universityaccess.com. UA's website is at URL: *http://www.universityaccess.com/.*

Phoenix Rising at West Hills College

Continued from Page 4

Chief Librarian **Jon Noland** has been quietly engaged in the complete expert overhaul of the libraries' resource materials. "All this new technology doesn't mean we are diminishing our printed resources," Moreau cautioned. New resources are being purchased for all three WHC sites.

Additionally, new library facilities are being projected in Kings County that will make it the information hub of the college. Construction is slated for completion in August 2001. There will be two sides to this building, Moreau explained, verbally sketching a picture of the new $4 million fixture. Inside, the design deftly divides into two major functional areas. In one area will be a new 86-station computer/tutoring lab. The Basic Skills laboratory will also be housed here. More computer lab space for business and computer classes will be lodged in an adjacent area. Faculty offices for 19 instructors will be situated close to their instructional areas to facilitate student access. "Our faculty will be where the students are and many are very excited about that," Moreau noted. The flip side will be the library. Other features include: a faculty development center; an Information Technology Systems staff area; a professional staff development library for college faculty; a second video conferencing facility dedicated to non-instructional activities.

Community College Newsbriefs

Cerro Coso College

A college committee has started planning with architects, the **Addison Partnership**, to develop the plans for a new Library and Information Resources building. Tentative groundbreaking is to take place Fall 2000 with completion expected by Fall 2001.

GTE has given the college a second $20,000 grant to fund its online databases. Subscriptions include: *Grolier Online, Grove Dictionary of Art, NewsBank,* and *SearchBank* databases (*Business ASAP, EAI ASAP, Health Reference Center*). The library serves its main campus students at Ridgecrest, students at sites in Mammoth, Bishop, Kern River Valley, and South Kern (at Edwards Air Force Base), in addition to its rapidly growing student contingent.

Ruth Gleason, Director of Learning Resources will be retiring in June 2000 after sixteen years of service as Director/Librarian at Cerro Coso Community College.

- Ruth Gleason

Golden West College

The library, along with Orange Coast, Fullerton, Cypress and Coastline, is migrating to Voyager. **Jeanette Onishi**, Technical Services Librarian,has been doing a magnificant job of managing and coordinating this major change. The cut-over date is tentatively scheduled for Jan. 17th.

- Marilyn Dorfman

Santiago Canyon College

Preliminary planning for a new library building has begun with architects, **LPA, Inc.**, **Linda Demmers**, Space Planning Consultant, and library staff on the schematic design review and planning committee: **Anita Coleman, Linda Cucovatz, Sharon Ehlers**, and **Jean Williams**.

Solano College

John Wagstaff has been appointed Associate Vice President of Technology and Learning Resources. **Diana Paque** has left to become the Director for the Library of California.

- Donald Kirkorian

Taft College

Dr. Mimi Collins has been appointed Director of the Library and Learning Resource Center. Most recently from Palm Springs Public Library she was Project Director for Palm Springs Virtual University. Raised in the former Panama Canal Zone, Mimi always returns to California, and has worked, besides California, in Arizona, and Missouri, Micronesia, Australia, American Samoa, and Liberia.

- Mimi Collins

Recent LRACCC Publications

***Electronic Learning Resource Centers: Guidelines, Planning, Examples*.....$89.00**

Unique idea-generating handbook features floor plans and photographs from 26 newly-constructed or renovated community college libraries in Arizona, California, Georgia, Illinois, Michigan, Oregon, Texas, Washington, and Wisconsin. Practical information includes guidelines, space planning, technology and connectivity needs, and design considerations along with experience-based advice from the field. Sequential steps in the overall process, the plan, and the action phase are addressed with the complete final project proposal contained in the appendix.

***Guide to Managing Telecourse/Distance Learning Programs*.....$79.00**

This handbook includes strategies and practices of establishing and administering all aspects of a telecourse program in a community college. Some of the topics in this practical handbook are: Curriculum approval process, establishing relationships with outside agencies, instructional standards and requirements, local advisory committee, faculty responsibilities and compensation, scheduling telecourses, marketing, registration, orientation for students, faculty evaluation, accreditation, costs and benefits of distance learning programs.

***Output Measures Manual for Community College Learning Resources and Library Programs*.....$79.00**

This manual has been developed specifically for evaluating the performance of community college libraries and learning resources programs. There are 12 output measures selected by California library and learning resources program administrators as being the most valuable for measuring their programs. Each measure includes definitions, directions and data collection forms.

Please send a purchase order and/or prepaid check for the publications you have selected. ADD postage/handling as follows: $4.00 for the first item, $1.00 for each additional item. Send orders to LRACCC, P.O. Box 298, Fairfield, CA 94533-0029.

INTERCOM

Intercom, Newsletter of the Learning Resources Association of the California Community Colleges (LRACCC), is published three times a year, in October, February, and May. Please submit news or information about your colleges' library/learning resources program or personnel. Short articles and opinion pieces are welcome too. Email submissions are preferred (plain text or Microsoft *Word*) as also are pictures in .bmp, .tif, or .jpg formats. **Submission deadline for the next issue is *April 10, 2000*.**

Anita S. Coleman, Editor, *INTERCOM*, Library, Santiago Canyon College, 8045 E. Chapman Ave., Orange, CA 92869-4512, Phone: (714) 564-4711, Fax: (714) 633-2842, E-mail: asc@acm.org. Printed by Jose Menendez, Director of Graphics, De Anza College.

CAMP LIBRARY SERVICE: FULLERTON COLLEGE

Below: The domed tent occupied by Fullerton College Library, fall 1999.

Above & Below: Views of the library inside the tent

The Library building is undergoing its first renovation in 30 years and hence the "**Camp Library**" service in the 8000-ft high tent.

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Newsletter of the
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LRACCC Position Paper Survey Results

Thanks to all of you who responded to the LRACCC position paper survey. The issue, *Why Learning Resources Require Professionally Trained Managers* is an important one, and many of you sent in thoughtful comments (p. 4). Responses were received from 35 colleges + 2 districts (complete list on p. 7) and included a variety of personnel: a superintendent, a chancellor, a few college presidents, some LR specialists/staff, a couple of faculty, many librarians, directors, and VPs of Academic Affairs. Thank you.

For those of you who missed it, the position paper is again printed in its entirety on p. 8 of this issue. A copy of the survey can be found on p. 9. Please share it with your colleagues, staff, and administrators; urge them to complete the survey, and send it back to LRACCC. LRACCC will continue to report upon this issue through the coming new academic year.

Summary of the survey results (for conclusions see p. 7):
Number of responses = 40 (42 responses of which 40 were usable)
Number of respondents who supported the position paper fully = 24
Number of respondents who did not support it = 8
Number of respondents who supported it partially = 3
Number of respondents who did not answer this question = 5
Comments from Survey Respondents...Continued on Page 4

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President's Column

Is it graduation yet? I just can't believe that we are almost halfway through 2000, and what a year it has been so far. My college has offered faculty a retirement incentive and many of my founding colleagues are going to take advantage of it, heralding a real change for us. Change is good though and working with some of our new faculty members has been exciting and rewarding. I am sure that you are experiencing similar challenges. As usual, we hope that this issue of *Intercom* will help you meet some of your challenges, provide a venue to ask for some assistance, and learn what is new and exciting in the future.

The LRACCC annual meeting in Sacramento was well attended, and I enjoyed seeing and talking with the folks who could be there. The program was a challenging one, but I know that I learned a lot.

If you were able to respond to our Position Paper survey, thank you. The results of the survey will be found elsewhere in this issue. We hope to use these results to stimulate further discussions on the topic of library/learning resources managers.

Please take a look at the Call for Proposals for our National Conference. We have many talented people in our colleges in general and our library and learning resources programs in particular. Our annual meeting and other conferences like TechEd bear testimony to this assertion. If you and/or your colleagues have a presentation, please let Joe Moreau know. Also, if you have seen a presentation elsewhere that you think would address one or more of our conference themes, let Joe know that, too. Thank you in advance for participating and/or your suggestions. This conference promises to be a very exciting one.

Best wishes for a good summer. If your place is like mine these days, summer is not the good, slow time of the year it used to be; the pace is just the same. I suppose that makes getting away for a while even more important. Enjoy!

Jan Keller

INTERCOM, Newsletter of the Learning Resources Association of California Community Colleges (LRACCC), is published three times a year, in October, February, and May. Please submit news or information about your colleges' library/learning resources program or personnel. Short articles and opinion pieces are welcome too. Email submisions are preferred (plain text or Microsoft *Word*) as also are pictures in .bmp, .tif, or .jpg formats. **Submission deadline for the next issue is *September 10, 2000.***

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A Letter to the Editor

I received a letter from a Learning Resources Specialist that was just bubbling over with so much enthusiasm that I had to share it with all of you. I hope you are as rejuvenated by it as I was. The email reinforces a couple of things we already know:

1) we are all very lucky to work in places that make a big difference in our student lives, and

2) it is the essential one-on-one interaction - the human face of our services - that we offer, to meet our students' needs, that is our best strength. Let's build on that strength by recognizing all the people and their service in LR programs, centers, and libraries. Thanks Patti!

☆☆☆

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Comments from Survey Respondents About the LRACCC Position Paper

Mark Drummond, Chancellor, Los Angeles Community Coll. District

I think that the statement is a welcome confirmation of values that are extremely important to our colleges. I am quite concerned that Learning Resource Centers seem sometimes to be on the side of the action rather than right in the center of the teaching/learning activity. It would be to all of our benefit if we stressed the importance of Learning Resources as the center of the colleges and supported them accordingly.

John Orr, Interim Coordinator of Skills Center, Fullerton College

Parts I agree with absolutely. But at Fullerton College (FC) the various functions are spread through so many different personnel that the assumptions in the position paper do not apply here. No doubt we could be better organized at FC., and perhaps that might happen one day, but even so I don't see the Library Dean or the Media Services Coordinator being head of all these services. As a matter of fact, our Board just approved a new administrative position: Academic Skills Centers Director, which unifies the Skills, Tutoring, and Writing Centers. This position requires teaching experience in one of the main service areas of the Skills Center, and that is appropriate, in my opinion.

A couple of items I agree with absolutely: "A strong, well-coordinated Learning Resources Program is central to the 21st century..." and Learning Resources should be the faculty member's greatest ally, and... resource...

The LRP director is compared to a conductor of an orchestra, while the teacher is compared to someone playing an instrument. This analogy does not work well for me. The Director certainly has conductor aspects, because he/she deals with so many different functions (as conceived by the position paper). It seem to me that the College President more deserves the conductor title, though, if teachers are the players of instruments. The LRP Director doesn't coordinate teachers, generally...

The Masters/Ph.D. requirement plus the experience requirement create a job for whom very few will be qualified, I think, and are unnecessarily restrictive qualifications. Especially so if one does not accept the concept (as I do not) of one director for all the functions listed. Practically speaking, these would be desirable rather than minimum qualifications, it seems to me.

At FC, as I said, we have just established a management position for a person to coordinate the Skills Center, Tutoring Center, and Writing Center. We had a battle early on to establish this as one requiring a certificated, experienced teacher in one of the main disciplines served as compared to a classified staff member. In this sense, I am in agreement with the thrust of the position paper regarding professionally trained managers. I just think the paper defines the position too broadly and the qualifications too narrowly.

Continued on Page 5

Corrections and Omissions in *Intercom*, Feb. 2000

Joyce Livingston is Department Chair of the Library at Los Angeles Trade-Technical College Library, not Los Angeles City College as incorrectly reported. My apologies, Joyce.

Ohlone College is a member of LRACCC and was left off the membership roster in the February 2000 Intercom as an oversight. Thanks to Shirley Peck for reporting it.

Jannett Jackson, Assoc. Dean of Instruction, Fresno City College

I agree with many of the comments made in the position paper; however, I take exception to the following passage:

> The Learning Resources administrator must possess a Masters or Ph.D. in Library and Information Science, Instructional Media, or a related field and have several years' experience performing LR functions. This is the only background that will reliably instill an attitude of service and the practical knowledge of LR operations that are prerequisites for effective Learning Resources administration.

First, what constitutes several years of experience? How can you gain experience, if you must have experience before you take the job? Second, many of the individuals who have "several years of experience" have settled into a very comfortable role, and have not remained on the forefront of technology developments. You cannot lead from behind!

The comment that "This is the only background that will reliably instill an attitude of service and the practical knowledge of LR operations that are prerequisites for effective Learning Resources administration." I have a problem with imperatives that say, only this or only that. There are many different ways to achieve success, I do not believe there is an "only way".

Bernadine Chuck Fong, President, Foothill College

Our area of Learning Resources is considerably larger than just library science and/or instructional media. Also, librarians tend to have a narrow view of their role in the world.

Jack Forman, Chair, San Diego Mesa College

It's hard to disagree with it because ideally administrators of libraries ought to be professionally trained librarians. However, community college libraries and learning resource centers are set in a collegial governance context where teaching areas and learning support services are divided into departments, each overseen by a dean responsible to the President or Vice-President of the school. These deans are often shuffled from one department to another, sometimes without regard to subject expertise. Integrated into this governance structure is the department chair, who is elected by the certificated contract faculty in each department. Often, the chair has little administrative power; his or her effectiveness is related to how well he or she works with the dean and how successfully he or she relates to colleagues and classified staff in the department. The real administrative power resides in the position of the dean. In this environment, it's difficult to expect easy compliance with the standard you've laid out.

But that doesn't mean that the ideal shouldn't be promoted and supported. It should. What can the LRACCC do? Probably the best thing it can do is to educate the top-level administrators of community colleges about the standard and to enforce the standard by working closely with accreditation teams who every four years evaluate college programs. If the accreditation process takes this standard seriously, community college administrators will be more responsive.

Mimi Collins, Director, Library and LRC, Taft College

Comment on closing paragraph: Library science has a stronger emphasis on public service and lifelong learning while instructional media has a stronger emphasis on technical applications.

Continued on Page 6

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Yuba

Comments from Survey Respondents About the LRACCC Position Paper

Tim Phillips, Dean of Instructional Technology, Gavilan College

I believe the LRC is an integral part of an overall support structure for student learning. I also believe an experienced administrator with specific knowledge in at least one area of the LRC and general knowledge of all LRC functions is required to ensure its successful operation. I do not believe there should be a specific requirement for the administrator to possess either a Masters or Ph.D. in Library and Information Science, Instructional Media, or a "related field." Although possessing a degree in these areas is certainly a plus I do not believe it should be a condition for employment. Leading, managing, and directing the activities of the LRC is in many ways similar to any other multi-functional organizational structure. Limiting the field of potential LRC administrators by imposing a specific degree requirement is unwise. There are many talented administrators who could competently manage the LRC without a specific degree in Library Information Science or Instructional Media.

Gary Hughes, Director of Library and Academic Technologies, Hartnell College

The kind of background needed for these positions will differ based on the organization. At Hartnell this position manages all academic technologies. That is not the case at all schools. Where that is the case, other degrees maybe should be considered. I believe whatever person manages this area, it is very important they have a solid understanding of technology.

Ruby Wallace, Director, Learning Center, Los Angeles Southwest College

[Qualifications of administrator depend on the type of learning center] When a learning center offers classes, a certificated instructor in that discipline must be involved. However, training in technology is very important.

Comments from respondents (names withheld; each arrow highlights a respondent's comment):

⇒ I believe we are all professionally trained. I also believe that one does not necessarily need a Master's Degree to qualifiy to coordinate Tutorial Programs. I have been a coordinator for my program for the past 20 years and I believe that I have the necessary experience and knowledge to do so. I also feel that the programs involved should elect a new overall coordinator to serve every year or every two years. I don't believe the person directing the library need necessarily be overlooking all of the tutorial programs. I also believe that any of the other coordinators or directors could do just as good a job of representing the interests of the programs in the LRC.

⇒ I recommend substituting "are more effectively managed" for required and amplifying "professionally trained" so that the intent is clear.

⇒ I think the position statements that contain the word "only" are very much overboard, presented without support, and short-sighted. The nature of technology and its use in the educational process, if anything, cries for an increasingly flexible and dynamic approach to support and administer. Attempting to create an exclusive guild is regressive thinking.

The field is far too fluid and dynamic to make these assertations. Better would be to describe requisite skills and knowledge.

⇒ I think you do not consider the role that learning centers play and the types of background for that function.

⇒ This paper seems to assume that all colleges have a Learning Resources dean or director. Our small, rural college has a different structure. I have the same problem with LRACCC in general. There seems to be little or no attention to, or support for, programs that vary from a centralized structure.

Continued on Page 7

Comments...(contd.)

⇒ Generally supported [the paper] but not a "black or white" issue. Someone with a Social science, Computer Science, or I.T. advanced degree who has knowledge and experience in traditional and non-traditional libraries and/or telemedia services would qualify. The old pre 1993 MLS may or may not qualify. The old pre 1993 Instructional Technology degree may or may not qualify.

Program in reorganization, but ultimately will include tutoring centers, traditional library services, traditional and non-traditional telemedia services, student computer labs, student success courses, academic divisions of social sciences and other related areas. Future title is Dean of LRC and Social Sciences. Many LRC functionas are "learnable."

⇒ [support the paper] but find the way that it was written a little defensive and it might offend the many other professionals who also are the key to learning and success. I believe every role on campus is of equal importance.

⇒ [support the paper and agree with it] The only reservation I have is with absolutes. In the last paragraph it states that "this is the only background..." There could very well be exceptions.

Conclusions

- Accreditation processes should be encouraged to enforce a LR standard which includes the adminstrator qualifications and LR structure laid out in the LRACCC position paper.
- Most colleges responded that they have a Learning Resources program that comprises of a variety of functions as delineated in the paper. But, a couple of colleges reported no LR program, a couple more are undergoing reorganization wherein LR is being merged with other divisions, and a couple questioned the LR concept and requested further clarification about a LR program.
- There seem to prevail at least three organizational structures for LR programs: 1) delivery and management of all functions unified under a single head/administrator, 2) each function under a separate head/ administrator/coordinator, for example, library under a Library Head/Dean/Director/Chair, and 3) varying functions unifying under an academic division dean (for example, Social Sciences and Learning Resources, Humanities and Learning Resources. The LRACCC paper should try to accommodate these varying structures.
- Some questioned the need for "advanced" (graduate level) qualifications to manage functions such as a tutorial program, highlighted the need for a clearer description of qualifications, stressed the "learnability" of the skills of a LR administrator, noted the inadequacy of a MLS or M.S. Instr. Dev., and pointed out the futility of exclusivity in an age of networking and collaborative work. There is no doubt that strong technological skills and a service orientation are needed by the LR administrator. An M.S. in Systems Management/Computer Science/ Information Systems should be added to the repertoire and a clearer description of the qualifications drafted.
- A report of the learning resources delivery model utilized in the 108 colleges will be useful. It should examine trends and identify several different organizational strategies, standards, and models for LR.

Survey Respondents by College

Antelope Valley
Cabrillo (2 responses)
Chaffey
College of the Canyons (2)
Columbia
Cosumnes River (2)
Cuyamaca
East Los Angeles
El Camino (2)
Fresno City
Foothill
Fullerton
Gavilan
Golden West
Grossmont
Hartnell
Imperial Valley
Irvine Valley
Los Angeles CCD
Los Angeles Mission
Los Angeles Pierce
Los Angeles Southwest
Mendocino
Modesto Junior
Moorpark
Ohlone
Porterville
Riverside CCD
Saddleback
San Diego Mesa
San Diego Miramar
San Joaquin Delta
Santiago Canyon
Sierra
Skyline (2)
Southwestern
Taft

A LRACCC Position Paper: Why Learning Resources Require Professionally Trained Managers

Because of the scope and pervasiveness of its functions, a properly administered Library/Learning Resources Program exerts a strong unifying force on the instructional program of a community college. In terms of space, staffing, and budget, Learning Resources typically are the largest academic support unit on campus. The usual LR functions are: library services (for both traditional and electronically stored resources); distance learning, television, and multimedia; tutoring; test proctoring; access to networked computers and word processing; foreign language, math, or other discipline-specific computer labs; and often, staff development. Even if all of these activities are not in one building or under the LR manager's administration, he or she usually has close and frequent contact with them. The common thread that runs through LR functions is the provision of help, support, and services that directly promote effective learning. Learning Resources should be the faculty member's greatest ally, and, along with the classroom, the student's most important instructional resource. It is the close connection between Learning Resources and student learning that affords LR staff their greatest job satisfaction.

To ensure the proper interaction among all of the LR support components and the instructional program of the college, the right kind of administrator must be put in charge. The Learning Resources administrator must be very knowledgeable about most of the services and functions listed above. This hands-on knowledge can only be gained from specific training and education in these functions and from years of experience performing them. It cannot be acquired from teaching or graduate study, however advanced, in a purely academic discipline. Teaching a class and running a Learning Resources Program is the difference between playing an instrument and conducting an orchestra. Both functions are equally necessary to produce the desired result, yet each requires a different set of skills. The individual performer strives for the greatest proficiency possible in presenting his or her material, while the conductor, in order to be effective, must remain acutely attentive to the overall effect of the ensemble.

An effective Learning Resources administrator must have the respect and trust of the group he or she leads. Such trust and respect can only develop when colleagues believe that their leader is professionally trained and experienced in the services they provide. The Learning Resources administrator must possess a Masters or Ph.D. in Library and Information Science, Instructional Media, or a related field and have several years' experience performing LR functions. This is the only background that will reliably instill an attitude of service and the practical knowledge of LR operations that are prerequisites for effective Learning Resources administration. A strong, well-coordinated Learning Resources Program is central to the 21st century educational paradigm of electronic literacy and life-long learning.

What do YOU think about this issue? Complete and send in the survey on page 9.

Read comments on Pages 4-7

Complete and Return the Survey for the September 2000 issue of *Intercom*
Newsletter of the Learning Resources Association of California Community Colleges (LRACCC)

Please complete the following survey by 09/10/00
Return it to asc@acm.org or Fax: (714) 633-2842

- Name of Your College:_____
- Person Responding:_____
- Title of Respondent:_____
- Phone No:_____
- Email: _____

LRACCC has written a position paper about the management of learning resources programs and is conducting a survey to assess the reaction to this paper. Your response is greatly appreciated.

1. Does your college have a learning resources program. _____Yes _____No

2. If yes, what services are included in the program? If no, is there a reason why not?

3. a. What is the title of the person who currently administers your learning resources program?

   b. If you do not have a program, who administers the following areas?
   - Library_____
   - Media/Audivisual_____
   - Tutoring_____
   - Distance education_____
   - Academic computing_____

4. Does your LR program administrator have an advanced degree in library science or instructional media? If no, what are the qualifications of the administrator?

5. Having read LRACCC's position paper, "Why Learning Resources Require Professionally Trained Managers", do you agree with it? _____Yes _____No
   Do you support it? _____Yes _____No

6. If no, please explain your reasons so that we may carefully consider them.

Thanks for completing this survey. Please be aware that your responses may be published in the September 2000 *Intercom*. You may also be selected to form part of a panel that addresses these issues at future statewide conferences.

___YES, PLEASE CONSIDER MY RESPONSES FOR PUBLICATION IN *INTERCOM*
___YES, PLEASE CONSIDER ME AS A PANEL MEMBER TO DISCUSS THIS ISSUE
___PLEASE WITHHOLD MY NAME WHEN REPORTING RESULTS

Thanks! Your support of LRACCC Intercom is greatly valued!
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LRACCC Statewide Meeting, March 3, 2000, Sacramento: A Report

Keynote Presentation - Reported by Luozhu Cen, Butte College
Digital Delivery of Instructional Support Materials: How will our learning institutions change? By Howard Besser, UCLA.

Distance learning requires digital library support. And, libraries MUST consider a change in their services to accommodate distant students. Dr. Besser offered examples of delivery methods at some academic libraries, such as using electronically delivered reserve materials for distance education or helping instructors organize online delivery of all curricular support materials. Dr. Besser challenged libraries & learning centers to offer their users a vision of where these services are heading. And, cautioned them to both build awareness and become experts in identifying challenges to these services, such as copyright problems when materials are placed online to service distant students.

Dr. Besser described how digital technology has changed library services today, discussed types of distance independent education and delivery aspects of a distant independent course. He examined infrastructure and resources needed to support distance independent education including those needed to support the equivalent of classroom instruction, those needed to support interaction between the individuals involved in the educational process, and those needed to provide instructional support materials. Major problems and issues involved in the successful implementation of distance independent education were also covered. His talk was illustrated with the Museum Education Site License Project (MESL), a nation-wide digital art project designed to identify and resolve the problems of licensing and delivery of images and accompanying text from content providers to groups of content users in academics. **Dr. Besser's MS Powerpoint slide presentation is a web resource at: http://www.gseis.ucla.edu/~howard/Talks/LRACCC/.**

Come and Learn About Metadata - Reported by Deirdre Campbell, Sierra College

This session had two presenters: Deborah who presented an overview of an evolving document standard for metadata and Julie who demonstrated it with a live application.

XML: Structuring Text on the Web By Debora Seys, HP. XML which stands for eXtensible Markup Language will change the way in which text can be created, managed and retrieved. It will also provide a means to intelligently tag specific bit and pieces of a text in electronic form and has the potential for it to be treated like data. There are many Web sites that discuss XML in great detail. Two noteworthy ones are: http://xml.com and http://www.xml.org. For more information, contact Debora Seys at dseys@hpl.hp.com

INFOMINE: An Evolving Academic Virtual Library By Julie Mason, UCR. This was a "live demonstration" on how INFOMINE was established and how librarians can participate in the creation of this virtual library. Established in 1994, INFOMINE is a World Wide Web virtual library of scholarly internet resource collections. It provides Library of Congress subject headings, short annotations and links to over 5,000 Web sites including databases, journals, textbooks, conference proceedings, and many other resources. It can be found at http://infomine.ucr.edu/. To participate or for further information, contact Julie Mason at julie.mason@ucr.edu

Copyright Issues in the Community Colleges: What's New in Fair Use, Liability, and Intellectual Property Rights? By Joseph Moreau, West Hills College, Henry Burnett, American River College, and Dave Fishbaugh, West Valley College. This panel discussed the impact of the 1998 Digital Millenium Copyright Act on the community college campus. Issues discussed can be found at the Besser slideshow/URL given above.

Online Tutoring - Reported by Eileen Ford, Imperial College

Joan Gipson-Fredin was unable to present in person so she presented this session via telephone, with the audience following along on the web page (with help from John Taylor, Endeavor Information Systems, Inc.). Joan reported on the **Tutoring ONTAP: The On-Line Tutorial Assistance Project** being conducted at Palomar and MiraCosta Colleges through a TMAPP grant. This is a web-based approach to tutoring for distance education students. The project website is at http:// www.miracosta.cc.ca.us/MCCWeb/OnTap/Web/default.html. The Easy to Use Distance Education Software (ETUDES) software developed at Foothill College is used for the distance tutoring. Carolyn Norman temporarily enrolled as a student and demonstrated the Study Hall, Project Office, Testing Office, Assistance Center, Private Message Center, Help, and Log Off features of ETUDES.

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CALL FOR PROPOSALS

Learning Resources Services in a Digital World
February 14 - 16, 2001, San Francisco, CA.
21st National Conference Sponsored by the
Learning Resources Association of California Community Colleges

Sweeping changes continue to revolutionize the way people learn. The traditional learning environment has been expanded and enhanced by the World Wide Web, self-paced learning labs, and numerous other technological developments. This phenomenon has created exciting possibilities for educators and students not imagined just a few years ago. Subsequently, it has stimulated innovative alternatives in learning delivery systems throughout the world. Opportunities abound for professionals in all areas, from instructor to instructional support personnel, to assume a leadership role in this learning revolution.

If you are involved in a creative learning project, we invite you to submit a presentation proposal for the benefit of attending colleagues. Your presentation can take the form of a workshop, seminar, panel discussion, or other appropriate format. The following program tracks represent the predominant themes of the conference:

1) **New Roles For The Libraries And Learning Resource Organizations** - The library is not the place it used to be. A renaissance is occurring on campuses throughout the world. Libraries are reemerging as the information hub of the institution. New emphases on digital collections and "anywhere, anytime" access to library materials present a great set of challenges and opportunities.
2) **Advances In Distance And Open Learning** - Web-based courses are rapidly overtaking the television course as the dominant delivery method for distance education. Students are choosing distance and open learning courses in record numbers not because they cannot travel to campus but because they appreciate the flexibility these courses offer. What was once thought of as an ancillary service to a small group of students is now at the center of a learner-center instructional environment.
3) **Intellectual Property Rights And Copyright Issues In The Digital World** - Who owns a web-based course? Should faculty be additionally compensated for digital courseware development? How has fair use changed in Federal Copyright law? When is an institution liable for web-based material created by their faculty and students? The digital education revolution has presented us with these questions and many, many more. Are we facing an era of evolving answers or simply more questions.
4) **Faculty And Staff Development Issues In The New Millennium** - With rapid technological advancement comes the need for increased training at a faster pace than ever before. The installation of new hardware and software is virtually worthless if faculty and staff don't have the skills to effectively utilize it. Colleges and universities are searching diligently to find creative solutions to help their people keep their skills updated.
5) **Information Competency: The New Basic Skill** - Should all teachers also plan on becoming "computer" teachers? Should a portion of each class be set aside to instruct students on how to utilize the technological resources or is there a more effective way for students to gain these skills? As technology becomes a more integral part of nearly every discipline, the importance of students possessing skills in a wide variety of areas including computer operation, word processing, spreadsheet creation, research utilizing electronic resources, and many others is becoming critical.
6) **Accountability: What Does The Latest Learning Outcomes Research Demonstrate** - Legislators, trustees, and administrators everywhere are requiring evidence that their institutions' investment in technology is paying off. Is this evidence contained in such traditional measures as graduation and transfer rates or are there more appropriate goals and objectives we should be examining? The evidence may lie in a unique combination of qualitative and quantitative measures.

For more information contact the **Conference Program Chair**:
Joseph Moreau, Dean of Learning Resources, West Hills College, 300 Cherry Lane, Coalinga, CA 93210.
Phone: 559-935-0801 x3351. Email: moreauja@whccd.cc.ca.us
OR
The Learning Resources Association, P.O. Box 298, Fairmont, CA 94585-3197
Phone: 707-864-1576. Email: dkirkori@solano.cc.ca.us

LRACCC Publications

Electronic Learning Resource Centers: Guidelines, Planning, Examples ***$89.00***
Unique idea-generating handbook features floor plans and photographs from 26 newly-constructed or renovated community college libraries in Arizona, California, Georgia, Illinois, Michigan, Oregon, Texas, Washington, and Wisconsin. Practical information includes guidelines, space planning, technology and connectivity needs, and design considerations along with experience-based advice from the field. Sequential steps in the overall process, the plan, and the action phase are addressed with the complete final project proposal contained in the appendix.

Guide to Managing Telecourse/Distance Learning Programs ***$79.00***
This handbook includes strategies and practices of establishing and administering all aspects of a telecourse program in a community college. Some of the topics in this practical handbook are: Curriculum approval process, establishing relationships with outside agencies, instructional standards and requirements, local advisory committee, faculty responsibilities and compensation, scheduling telecourses, marketing, registration, orientation for students, faculty evaluation, accreditation, costs and benefits of distance learning programs.

Output Measures Manual for Community College Learning Resources and Library Programs ***$79.00***
This manual has been developed specifically for evaluating the performance of community college libraries and learning resources programs. There are 12 output measures selected by California library and learning resources program administrators as being the most valuable for measuring their programs. Each measure includes definitions, directions and data collection forms.

Please send a purchase order and/or prepaid check for the publications you have selected. ADD postage/handling as follows: $4.00 for the first item, $1.00 for each additional item. Send orders to LRACCC, P.O. Box 298, Fairfield, CA 94533-0029.

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